

## CHARLESTON PROGRESSIVE

382 Meeting Street  
Charleston, SC 29403

<b>Grades</b>	PK-6 Elementary School	
<b>Enrollment</b>	278 Students	
<b>Principal</b>	Wanda Wright-Sheats	843-720-2967
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Ruth Jordan	843-345-4529

# THE STATE OF SOUTH CAROLINA 2010 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2010</b>	<b>Average</b>	<b>Excellent*</b>
2009	Average	Good
2008	Average	At-Risk
2007	Below Average	At-Risk
2006	Average	At-Risk

\* The School's 2010 Growth Rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students. The Growth Rating may or may not have been affected by the performance of these groups in prior years.

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2009-10 whose 2008-09 test scores were located

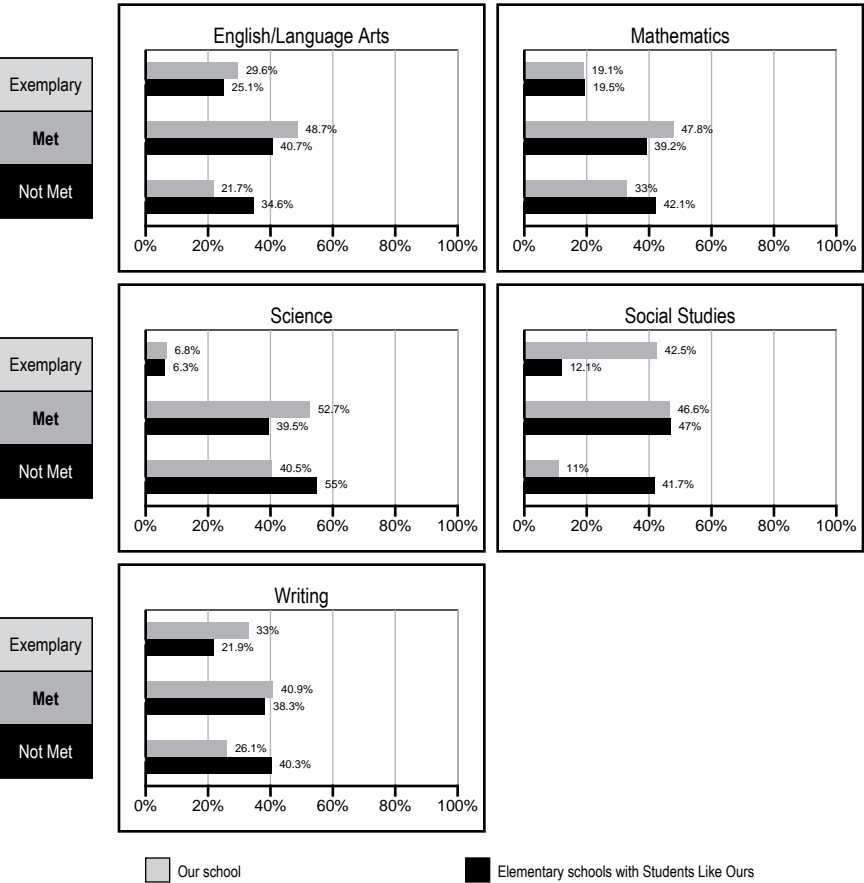
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	4	85	58	23

\* Ratings are calculated with data available by 03/09/2011.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=278)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.0%	100.0%	100.0%
Retention rate	1.3%	Up from 0.4%	1.4%	1.2%
Attendance rate	96.2%	Down from 96.5%	95.9%	96.1%
Eligible for gifted and talented	5.7%	Down from 10.3%	4.6%	11.7%
With disabilities other than speech	2.1%	Down from 6.3%	8.4%	8.0%
Older than usual for grade	0.0%	No Change	0.8%	0.4%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	1.1%	Down from 3.5%	0.0%	0.0%
<b>Teachers (n=24)</b>				
Teachers with advanced degrees	45.8%	Down from 50.0%	60.0%	60.5%
Continuing contract teachers	87.5%	No Change	79.1%	84.6%
Teachers with emergency or provisional certificates	0.0%	Down from 4.3%	0.0%	0.0%
Teachers returning from previous year	81.4%	Down from 86.7%	83.4%	87.0%
Teacher attendance rate	99.7%	Up from 93.4%	95.4%	95.4%
Average teacher salary*	\$47,971	Down 2.3%	\$45,504	\$47,288
Professional development days/teacher	10.6 days	Up from 8.7 days	10.6 days	10.5 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	4.0
Student-teacher ratio in core subjects	15.7 to 1	Up from 15.5 to 1	17.1 to 1	19.2 to 1
Prime instructional time	95.8%	Up from 89.3%	90.4%	90.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$11,409	Up 5.9%	\$8,688	\$7,548
Percent of expenditures for instruction**	65.2%	Down from 66.8%	68.1%	68.7%
Percent of expenditures for teacher salaries**	54.8%	Down from 59.8%	62.5%	65.1%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Charleston Progressive Academy (CPA) is a Title I county-wide magnet school focusing on fitness and leadership. The grade configuration is pre-kindergarten through sixth, with 280 students. Every teacher and teacher assistant is highly qualified as specified under No Child Left Behind.

For the second year, CPA's instructional focus has been literacy. Professional development, student and teacher incentives all focused on literacy improvement. CPA has much to be proud of this year: achieving AYP, being a 2009 Palmetto Silver Award Winner, receiving the community of Readers School Wide Award, and being featured by SC Education Television for its efforts in improving the health of our students through our fitness program.

To meet the learning needs and many levels of our students, we continued RIT/Study Skills learning groups. Other interventions used were computerized instructional programs, after/before school, Saturday tutorial programs, and infusion of literacy throughout the related arts subjects.

Students received several academic, art, and sport accolades based upon training and instruction received at CPA. Recognitions include: the National Pan-Hellenic Council Oratorical Contest, Spelling Bee finalist, Trident Basketball Association League, Cities Clean Sweep Can Design, and a sponsorship from the Afterschool Alliance Board to Washington, DC for writing and performing music. It is our mission to empower our students to become productive and responsible citizens and leaders through an engaging academic curriculum and enriching learning experiences. Continuous support from faculty, staff, parents, and the community enables us to achieve our mission.

Although Charleston Progressive Academy has some challenges, they are limited. Getting parents actively involved and increasing our partnerships are still two of our goals. We have increased the interaction with parents and the community by employing a part-time Parent Educator and re-establishing our PTA. Parents have taken the lead in reestablishing the PTA, and we are confident that we are headed in the right direction to engage all parents. Our Parent Educator increased our partnerships with community, faith-based, and educational partners. Finally, we want to direct some of our focus in math and science, particularly in grades four through six. We will emphasize integrating literacy in science in grades five and six by setting our professional development plans to include current best practices in math.

Wanda Wright-Sheats, Principal  
Lonnie Hamilton III, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	9	23	16
Percent satisfied with learning environment	100.0%	81.8%	68.8%
Percent satisfied with social and physical environment	100.0%	91.3%	87.5%
Percent satisfied with school-home relations	88.9%	82.6%	62.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	YES
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This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.8%	1.9%
Classes in high poverty schools not taught by highly qualified teachers	8.6%	5.6%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	3.2%	0.0%	No
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	115	100	21.7	48.7	29.6	90.4	85	83.5	Yes	Yes
Gender										
Male	48	100	31.3	33.3	35.4	87.5	81.6	80.1	N/A	N/A
Female	67	100	14.9	59.7	25.4	92.5	88.5	87	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	95.3	89.6	I/S	I/S
African American	115	100	21.7	48.7	29.6	90.4	75.2	74.6	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	92.7	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	80.1	79.6	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	98.1	85.1	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	49	51.7	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	69.5	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	80.2	79	I/S	I/S
Socio-Economic Status										
Subsidized meals	106	100	21.7	50.9	27.4	90.6	76.4	76.9	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	115	100	33	47.8	19.1	75.7	81	80.4	Yes	Yes
Gender										
Male	48	100	41.7	29.2	29.2	66.7	78.9	78.4	N/A	N/A
Female	67	100	26.9	61.2	11.9	82.1	83.2	82.5	N/A	N/A
Racial/Ethnic Group										
White	0	N/A	N/A	N/A	N/A	N/A	94.5	87.8	I/S	I/S
African American	115	100	33	47.8	19.1	75.7	68	69.3	Yes	Yes
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	96.1	93.5	I/S	I/S
Hispanic	0	N/A	N/A	N/A	N/A	N/A	77.2	78.3	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	94.4	83.2	I/S	I/S
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	43.8	46.1	I/S	I/S
Migrant Status										
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	71.4	N/A	N/A
English Proficiency										
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	77.6	78.9	I/S	I/S
Socio-Economic Status										
Subsidized meals	106	100	35.8	44.3	19.8	73.6	70.2	72.8	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	74	100	40.5	52.7	6.8	59.5	67.4	67.3
Gender								
Male	29	100	44.8	41.4	13.8	55.2	66.2	66.9
Female	45	100	37.8	60	2.2	62.2	68.5	67.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	89	79.6
African American	74	100	40.5	52.7	6.8	59.5	46.7	49.7
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	86.7	84.4
Hispanic	0	N/A	N/A	N/A	N/A	N/A	58.7	59.4
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	86.8	69.5
Disability Status								
Disabled	2	I/S	I/S	I/S	I/S	I/S	29.2	33.8
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	36.5
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	58.2	58.6
Socio-Economic Status								
Subsidized meals	68	100	42.6	50	7.4	57.4	49.3	55.4

Social Studies								
All Students	73	100	11	46.6	42.5	89	73.8	70.9
Gender								
Male	30	100	3.3	46.7	50	96.7	72.3	70.1
Female	43	100	16.3	46.5	37.2	83.7	75.3	71.7
Racial/Ethnic Group								
White	0	N/A	N/A	N/A	N/A	N/A	90.1	79.2
African American	73	100	11	46.6	42.5	89	58.4	58.4
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	89.3	86.8
Hispanic	0	N/A	N/A	N/A	N/A	N/A	66.6	68
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	88.6	71.2
Disability Status								
Disabled	1	I/S	I/S	I/S	I/S	I/S	38.9	39.3
Migrant Status								
Migrant	0	N/A	N/A	N/A	N/A	N/A	I/S	55
English Proficiency								
Limited English Proficient	0	N/A	N/A	N/A	N/A	N/A	66.7	68
Socio-Economic Status								
Subsidized meals	69	100	10.1	49.3	40.6	89.9	60.2	60.8

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	115	100	26.1	40.9	33	73.9	75	72.1	96.2	95.7
Gender										
Male	48	100	31.3	39.6	29.2	68.8	69.1	65.2	96.1	95.5
Female	67	100	22.4	41.8	35.8	77.6	81	79.2	96.3	95.8
Racial/Ethnic Group										
White	N/A	N/AV	N/A	N/A	N/A	N/A	91	80.8	97.2	95.8
African American	115	100	26.1	40.9	33	73.9	60.2	59.7	96.2	95.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.2	87	98.9	97
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.7	64.6	93.6	96
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	89.1	73.4	N/A	95.6
Disability Status										
Disabled	3	I/S	I/S	I/S	I/S	I/S	28.4	27.7	95.4	94.5
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	63.5	N/A	97.7
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	63.5	63.7	97	96.3
Socio-Economic Status										
Subsidized meals	106	100	27.4	41.5	31.1	72.6	61.1	61.9	96.2	95.2

Abbreviations for Missing Data

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## PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	27	100	14.8	44.4	40.7	85.2
	4	24	100	16.7	45.8	37.5	83.3
	5	22	100	18.2	50	31.8	81.8
	6	24	100	25	50	25	75
	7	38	100	37.8	43.2	18.9	62.2
	8	42	100	38.1	52.4	9.5	61.9
2010	3	24	100	16.7	45.8	37.5	83.3
	4	32	100	18.8	59.4	21.9	81.3
	5	34	100	23.5	41.2	35.3	76.5
	6	25	100	28	48	24	72
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Mathematics							
2009	3	27	100	29.6	40.7	29.6	70.4
	4	24	100	16.7	54.2	29.2	83.3
	5	22	100	45.5	36.4	18.2	54.5
	6	24	100	41.7	41.7	16.7	58.3
	7	38	100	56.8	37.8	5.4	43.2
	8	42	100	64.3	23.8	11.9	35.7
2010	3	24	100	33.3	45.8	20.8	66.7
	4	32	100	18.8	56.3	25	81.3
	5	34	100	41.2	38.2	20.6	58.8
	6	25	100	40	52	8	60
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Science							
2009	3	14	100	35.7	35.7	28.6	64.3
	4	24	100	25	62.5	12.5	75
	5	12	100	N/AV	N/AV	N/AV	41.7
	6	11	100	45.5	45.5	9.1	54.5
	7	38	100	24.3	64.9	10.8	75.7
	8	20	100	35	50	15	65
2010	3	12	100	75	16.7	8.3	25
	4	32	100	28.1	62.5	9.4	71.9
	5	17	100	35.3	58.8	5.9	64.7
	6	13	100	N/A	N/A	N/A	53.8
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2009	3	13	100	7.7	23.1	69.2	92.3
	4	24	100	8.3	79.2	12.5	91.7
	5	10	I/S	I/S	I/S	I/S	I/S
	6	13	100	7.7	69.2	23.1	92.3
	7	38	100	48.6	35.1	16.2	51.4
	8	22	100	45.5	50	4.5	54.5
2010	3	12	100	N/A	N/A	N/A	100
	4	32	100	12.5	43.8	43.8	87.5
	5	17	100	17.6	47.1	35.3	82.4
	6	12	100	8.3	50	41.7	91.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
Writing							
2009	3	27	100	7.4	33.3	59.3	92.6
	4	24	100	8.3	33.3	58.3	91.7
	5	24	100	33.3	29.2	37.5	66.7
	6	24	100	25	41.7	33.3	75
	7	39	97.4	34.2	44.7	21.1	65.8
	8	42	100	46.3	29.3	24.4	53.7
2010	3	24	100	20.8	45.8	33.3	79.2
	4	32	100	21.9	53.1	25	78.1
	5	34	100	29.4	26.5	44.1	70.6
	6	25	100	32	40	28	68
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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